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ABSTRACT

This book introduces key issues in program planning as practiced in business and educational settings. Two chapters in part 1 introduce two foundational models--Lifelong Education Program Planning (LEPP) model and Contingency-Based Program Planning--and provide background on models designed by Houle, Knowles, Boyle, and Nadler. Parts 2-5 focus on the Quadrants of the LEPP model: exercising professional responsibility, engaging relevant contexts, designing the program, and managing administrative aspects. Four chapters in part 2 discuss the following: how program planners can work effectively; planners' roles; articulation of a working philosophy; and ethical dilemmas faced in program planning. Four chapters in part 3 address these topics: how to appraise an organization's external and internal environments; how to seek information about targeted populations; assessment of learning needs; and negotiation of stakeholder interests. Four chapters in part 4 focus on the following: goal setting; program evaluation; models for guiding instructional design; and possible learning formats. Four chapters in part 5 examine the following administrative aspects: recruitment and retention; program promotion and marketing; budgeting; and instructor selection, supervision, evaluation, and development. Appendixes contain a tool for assessing competencies using the LEPP model; a code of ethics for adult educators and program planners; and an index. Contains 152 references. (YLB)

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